



More Able and Talented Policy

Signed: _____
Headteacher

Date: _____

Next Review: _____

At East Tilbury Primary School & Nursery, we believe in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. We promote excellence and enjoyment through high quality teaching and learning. Our More Able and Talented Policy is underpinned by the principles outlined in the school's mission statement and by our values as part of the St Clere's Co-operative Academy Trust.

This policy should be read with reference to the following related policies and guidance:

The School Improvement Plan
Curriculum Statement
Teaching and Learning
Assessment Principle and Practice
Marking and Feedback
Behaviour for learning
Equality and Diversity
Monitoring and Evaluation
Appraisal
Staff Handbook
Home School Agreement
Sex and Relationships Education

Rationale

As outlined in our Mission Statement, at East Tilbury Primary School & Nursery, we believe that all pupils are entitled to receive the support and challenge to help them to develop their full potential.

We aim to secure appropriate opportunities for learning, assessment and qualifications to enable the full and effective participation of all pupils in the process of learning.

We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition, we are committed to developing our pupils' social and emotional skills as essential elements in the development of the whole person.

Definition

More Able – This term refers to the children who we might call the most able because they demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

Talented – This term refers to those pupils who demonstrate exceptional ability in one or more specific areas.

In addition, we recognise that there might be a group of underachieving pupils, with the potential to achieve in these areas, who could also be included within this group. Our aim is to develop and provide appropriate levels of challenge for all pupils.

Aims:

- to use a broad range of qualitative and quantitative data to identify our most able learners;
- to recognise those learners who may have the potential but currently underachieve;
- to ensure that all staff receive appropriate support and training in identifying and providing for most able pupils;
- to provide support and challenge in the classroom, within the ethos of high expectations;
- to ensure that, where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning;

- to build on existing systems of monitoring and evaluation to track the progress of these pupils;
- to work with parents and carers to help pupils achieve their potential and to be ambitious;
- to provide a range of additional opportunities to develop the experiences of our more able pupils. For example, through building partnerships with organizations such as NACE and The Brilliant Club.

Identification

Pupils are identified through:

- analysis of information gathered during the visits undertaken in preparation for entering school in the Early Years setting;
- observations of children, particularly during the Early Years Foundation Stage;
- analysis of ongoing work, formal and informal assessments (End of KS1 and KS2 assessment data, optional tests, teacher assessment)
- teacher identification through ongoing observations and pupil progress meetings;
- peer, self, parental or carer nomination;
- identification by outside agencies (e.g. after school dance, football clubs, etc).

Monitoring Progress

- All class teachers are expected to monitor the progress of all pupils whom they teach including the MAT pupils.
- Data collection for whole school progress for all students is carried out each term, providing opportunities for monitoring progress across the core curriculum areas.
- Using prior attainment data (KS1 SATS) to predict potential grades at KS2 and monitoring pupil progress against this.
- Outcomes of pupil work scrutiny and pupil perceptions in the form of questionnaires and discussions.
- Regular review of more able and talented progress using Target Tracker.
- Monitoring of pupil achievement following pupil progress meetings.

Raising Teacher and Pupil Expectations through:

- Maintaining a culture where achievement is recognised and valued;
- raising pupil expectation and ensuring that a culture of high achievement is celebrated;
- appropriate Inset;
- sharing good practice;
- discussions with more able pupils about how they learn best;
- setting appropriate targets and updating these.

Teachers use a wide variety of teaching strategies to facilitate challenge, including:

- assessment for learning to aid individual planning and target setting;
- provision for extending the breadth and depth of understanding;
- the use of open-ended tasks, where original responses are valued;
- encouraging pupil initiated learning;
- differentiated resources and tasks;
- higher order questioning techniques;
- grouping by ability within the mixed ability classroom for specific tasks;
- planning which highlights knowledge acquisition and skills development, with greater depth and independence of application.
- differentiated homework tasks.

Parental and Carer Involvement

- Where pupils are identified as more able or talented we ensure that parents are aware of the school's measures to address their child's needs so that they can be fully involved in the development of their child.
- Parents/carers are encouraged to discuss their child's progress/performance regularly and, where possible, to provide extra curricular activities for their child.

Evaluation

- The success of the policy will impact on our ethos. At East Tilbury Primary School & Nursery we encourage our pupils to be proud of their strengths and abilities and to strive to achieve their full potential.
- We aim for our staff to feel confident to offer appropriate levels of challenge for our most able pupils.
- We will measure success by both academic performance and an increase in the confidence and the independence of our learners.

Appendix

This appendix should not be used as an exhaustive tick list, but rather to provide some guidance as to characteristics that may be present in pupils who are more able or talented in specific subject areas.

More able and talented pupils in English

Pupils who are talented in English are likely to show some or all of the following characteristics:

Creative flair

- writing or talking in imaginative and coherent ways
- elaborating on and organising content to an extent that is exceptional for their age

Stamina and perseverance

- using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort

Communicative skills

- involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
- taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- writing with a flair for metaphorical or poetic expression
- grasping the essence of particular styles and adapting them to their own purposes
- expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences

Arguing and reasoning

- creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
- justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view

Awareness of language

- understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts

More able and talented pupils in Mathematics

Pupils show their special talents in mathematics in a range of ways and at varying points in their development. Pupils who are talented in mathematics are likely to:

- learn and understand mathematical ideas quickly;
- work systematically and accurately;
- be more analytical;
- think logically and see mathematical relationships;
- make connections between the concepts they have learned;
- identify patterns easily;
- apply their knowledge to new or unfamiliar contexts;
- communicate their reasoning and justify their methods;
- ask questions that show clear understanding of, and curiosity about, mathematics;
- take a creative approach to solving mathematical problems;

- sustain their concentration throughout longer tasks and persist in seeking solutions;
- be more adept at posing their own questions and pursuing lines of enquiry.

More able and talented pupils in science

Pupils who are talented in science are likely to:

- be imaginative
- be extremely interested in finding out more about themselves and things around them
- enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- be inquisitive about how things work and why things happen
- ask many questions, suggesting that they are willing to hypothesise and speculate
- use different strategies for finding things out (practical and intellectual)
- think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- decide quickly how to investigate fairly and manipulate variables
- consider alternative suggestions and strategies for investigations
- analyse data or observations and spot patterns easily
- make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- enjoy challenges and problem solving, while often being self-critical
- be self-motivated, willingly putting in extra time

More able and talented pupils in DT

Pupils who are talented in design and technology are likely to:

- demonstrate high levels of technological understanding and application
- display high-quality making and precise practical skills
- have flashes of inspiration and highly original or innovative ideas
- demonstrate different ways of working or different approaches to issues
- be capable of rigorous analysis and interpretation of products
- work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.

Teachers may identify pupils who are talented in design and technology by:

- the outcomes of specific tasks
- evidence of particular aptitudes
- the way pupils respond to questions
- the questions that pupils ask themselves.

More able and talented pupils in Computing

Pupils who are talented in computing are likely to:

- demonstrate capability significantly above that expected for their age
- learn and apply new techniques quickly for example, pupils use shortcut keys for routine tasks effectively and appropriately

- transfer and apply skills and techniques confidently in new contexts for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation
- initiate ideas and solve problems, use ICT effectively and creatively
- show curiosity – for example, about how hardware and software works or what the components of web addresses mean

More able and talented pupils in history

Pupils who are talented in history are likely to show some or all of the following characteristics.

Historical knowledge

They may:

- have an extensive general knowledge, including a significant amount of historical knowledge;
- develop with ease a chronological framework within which to place existing and new knowledge;
- demonstrate a strong sense of period as a result of study.

Historical understanding

They may:

- understand and apply historical concepts to their study of history;
- be able to draw generalisations and conclusions from a range of sources of evidence;
- seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge;
- appreciate that answers arrived at depend largely on the questions asked;

Enquiry

They may:

- be able to establish and follow a line of enquiry, identifying and using relevant information;
- be good at reasoning and problem solving;
- think flexibly, creatively and imaginatively;
- show discrimination when selecting facts and evaluating historical evidence;
- manipulate historical evidence and information well;
- appreciate the nature of historical enquiry;
- question subject matter in a challenging way;
- be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past;
- show resourcefulness and determination when pursuing a line of enquiry.

More able and talented pupils in geography

Pupils who are talented in geography are likely to:

- understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions they understand geographical ideas and theories, and apply them to real situations;
- communicate effectively using both the written and spoken word they communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience. They learn subject specific vocabulary, use it accurately and are able to define words;
- enjoy using graphs, charts, maps, diagrams and other visual methods to present information.

They are competent and confident in using the wide range of visual resources required in geography -- aerial photographs, satellite images, maps of different types and scales, GIS systems and so on;

- have a more highly developed value system than most pupils of their age they have
- well-considered opinions on issues such as the environment and the inequalities of life
- in different places;
- have a wide-ranging general knowledge about the world they have good knowledge of
- where places are in the world and of topical issues;

More able and talented pupils in MFL

Pupils who are talented in modern foreign languages are likely to:

- have a natural feel for languages they are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling
- make connections and classify words and structures to help them learn more efficiently they are able to evaluate new language critically, recognising the grammatical function of words
- have an insight into their own learning style and preference they may say how they like to learn vocabulary or structures; they are clear about the type of tasks they like doing; they may show or display an ability to work independently, without supervision, and to make effective use of reference material
- show an intense interest in the cultural features of the language being studied and explore the history and the traditions of the language; some pupils may wish to share their knowledge with their peers

More able and talented pupils in art and design

Pupils who are talented in art and design are likely to:

- think and express themselves in creative, original ways
- push the boundaries of normal processes
- show a passionate interest in the world of art and design
- use materials, tools and techniques skilfully and learn new approaches easily
- exploit the characteristics of materials and processes they use materials and processes in creative, practical and inventive ways; they explore alternatives and respond to new possibilities and meanings
- understand that ideas and meanings in their own and others' work can be interpreted in different ways

More able and talented pupils in Music

Pupils who are talented in music are likely to:

- be captivated by sound and engage fully with music
- find it difficult not to respond physically to music
- memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies
- sing and play music with a natural awareness of the musical phrase
- demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- show strong preferences, single-mindedness and a sustained inner drive to make music.
- are more attentive than others when music is played, ask questions and want to discuss their own musical experiences
- enjoy the composing activity and like to lead the group.

More able and talented pupils in RE

Pupils who are talented in RE are likely to:

- show high levels of insight into, and discernment beyond, the obvious and ordinary;
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

More able and talented pupils in PE

Pupils who are talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

Approach to work

They may:

- be confident in themselves and in familiar contexts
- take risks with ideas and approaches, and be able to think 'outside the box'
- show a high degree of motivation and commitment to practice and performance.

Effective performance

They may:

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them.

Body skilfulness and awareness

They may:

- have a high degree of control and coordination of their bodies
- combine movements fluently, precisely and accurately in a range of contexts and activities.

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- evaluating and improving performance through leadership
- acquiring, developing and performing advanced skills and techniques
- conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age
- particularly high levels of fitness for their age, in both specific and general areas
- specific strengths in general areas, such as games activities or dance activities.

Some pupils perform at high levels in sport or dance in the community, for example basketball, high jump, jazz dance or sailing. In some cases, these pupils' performance may be too specific to be easily related to the national curriculum level descriptions for PE.

Teachers should be aware that age and physical maturation can lead to better performance at certain ages and stages, but they are not a characteristic of talent in PE and sport.